2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

Texas Education Agency

NOGA ID

Authorizing legislation	**ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications <u>cannot</u> be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **January 1, 2019 - June 30, 2020**

[X] Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization	Pawnee ISD	CDN	013902	Vendor ID	1746001852	ESC	02	DUNS	088479803

Address	PO Box 569	City	Pawnee	ZIP	78145	Phone	361-456-7256

Primary Contact	Michelle Hartmann	Email	mhartmann@pawneeisd.net	Phone	361-456-7256

Secondary Contact	Kendra Wuest	Email	kwuest@pawneeisd.net	Phone	361-456-7256

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances
[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name	Michelle Hartmann	Title	Superintendent

Email	mhartmann@pawneeisd.net	Phone	361-456-7256

Signature *Michelle Hartmann* Date 11/9/2018

Grant Writer Name Joshua Wadsworth Signature *[signature]* Date 11/9/2018

(●) Grant writer **is** an employee of the applicant organization.   (○) Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Leading the region in investing in early childhood programs, the District has a need for leaders who share the belief that academic rigor can be implemented within the Head Start model.	Recruiting four invested staff members who have a shared vision for Kindergarten readiness, retain grant recipients for a minimum of two years upon the completion of the ESC 2 PEL program and passing the TeXes principal exam.
Consistency and stability to support District strategic priorities, including establishing and maintaining high academic standards and Kindergarten preparation, suffers without stable, aligned leadership.	Utilize current principals as mentors to define and model instructional and behavioral expectations within an early childhood program using District standards of growth and achievement.
Leadership candidates should have a meaningful hands-on residency experience to promote success long-term in a principal position.	Staff principal residency positions for two years through the use of an MOU with each awardee and couple with extensive mentoring experiences. Staff residency positions for two years through the use of an MOU with each awardee and couple with mentoring activities as described above.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 2020, Pawnee ISD, with assistance from ESC II, will provide a leadership program for District staff seeking principal certification that includes the recruitment of four candidates from a pool of qualified staff who are provided meaningful and substantive leadership experiences through principal residencies, individualized professional learning plans, and ongoing assessment, coaching and feedback within authentic learning environments. This will result in a pool of internal candidates that have increased exposure to high-quality learning experiences as measured by 100% of residents successfully completing all components of the program including, but not limited to, coursework and action research, site visits and participant surveys. This program will allow for an increase in the diversity, investiture, quality and quantity of internal candidates that are prepared to successfully assume administrative roles within the District as the need arises.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Utilizing the Partners for Educational Leadership: Principal Certification Program (PEL program) through ESC 2, and the university of the candidates' choosing if a candidate needs to obtain a Master's degree, Pawnee ISD will utilize the following benchmarks, differentiated by PEL program designation or overall program-related benchmarks.

PEL benchmarks will include: 100% of candidates completing the Texas Teacher Evaluation and Support System (T-TESS) appraiser training; 100% of candidates completing Advancing Educational Leadership (AEL) training.

Holistic program benchmarks will include: demographic information of resident candidates; and, enrolling four candidates within the program.

Measurable Progress (Cont.)

Second-Quarter Benchmark

PEL benchmarks: 100% of resident candidates will complete the practice administration of the principal TeXes certification exam; 100% of resident candidates will submit an action research project that includes a plan to identify, address and resolve a significant and relevant challenge within the district that influences instructional practice and student learning; and, on-site observations conducted by ESC 2-appointed field supervisor.

Holistic benchmarks: performance evaluation data on principal residents such as observations, mentor surveys and coaching notes; and, residents ' satisfaction rates with PEL program and mentor principal.

Third-Quarter Benchmark

PEL benchmarks: 100% of residents completing at least 60% of internship activities; 100% of residents demonstrating progress toward completion of the action research project; 100% of residents completing the first administration of the TeXes certification exam; and, on-site observations conducted by ESC 2-appointed field supervisor.

Holistic benchmarks: performance evaluation data on principal residents such as observations, mentor surveys and coaching notes; and, residents ' satisfaction rates with PEL program and mentor principal.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program evaluation will assess principal residents' perception of project activities, identify the project's impact and monitor the activities to demonstrate success. To assess the degree to which project goals are achieved the following process evaluation data will be collected for project activities and used for the overall program evaluation:
Number of pre-conferences, observations and post conferences conducted;
Survey of principal residents in the action research project;
Measure of student growth as a result of action research project;
Placement of residents in administrative positions;
Demographic information of residents;
Resident survey results;
Mentor survey results; and,
TeXes scores and passing rates.
Holistically, the extent to which implementation has achieved its intended effects and project goals achieved, data will be collected to answer the following:
Did the project reach the intended number of principal residents?
Did the project provide the planned activities?
Did the activities lead to the expected products?
Were there any unexpected products?
Throughout the term of the grant, stakeholders will meet quarterly to review project evaluation data. A progress report will be generated at that time for review by mentor principal(s) to assist in the evaluation of the above listed criteria and:
Whether each measure in the respective benchmarks is showing progress;
If project goals are being attained;
What the relative strengths and weaknesses of the program are; and,
Which level of grant compliance the district is currently in.
Based on the data analysis, stakeholders will determine whether or not to modify the program as necessary.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Recruitment:
Pawnee ISD will publicize the process to apply for the Principal Preparation program using a variety of methods in order to allow permanent staff to submit an application. At a minimum, the LEA will send an email to all staff and post information about the project on their school website. Applications will be accepted based on meeting the following criteria: (1) minimum GPA requirement of 2.5 with cohort average of at least 3.0, (2) must have at least two-years successful teaching experience, (3) minimum of five-years of leadership experience, (4) bachelor's degree, (5) master's degree or completion of master's degree concurrent with completion of the EPPj and (6) a minimum of three references.

Shortlisting:
If the District has more applicants than resident slots available, it will shortlist applicants against the following criteria: (1) applicants' participation on district-wide committees, site-based decision making teams, and other schoolwide committees, (2) number of years successful teaching, (3) years of service at the District, and (4) the applicant's ranked score on the PEL program ' s application leadership experience essay. If an applicant does not have all of the essential criteria, then they will not be shortlisted.

Final Review & Selection:
District staff will remain objective throughout the recruitment and selection process, and will use the following criteria to make final resident selections: (1) measurable student achievement, (2) evaluations/appraisals, (3) interpersonal leadership, (4) response to observations and feedback, and (5) growth mindset.

Consideration of mirroring student diversity:
Given the rural locale of the district, homogeneity of the student population and pool of interested and qualified resident applicants, effectively mirroring student population has traditionally been and remains a challenge for the District. The majority of teachers presently on staff each commute an average of 25 miles one way to campus. Among the potential candidate pool of these staff members, none are Hispanic, a key demographic which represents 77% of the student population. However, with the acquisition of a new Head Start site, new staff being hired may offer potential program candidates who may more closely match the student population and will be afforded the same opportunity to apply for consideration.

Once a suitable applicant has been decided upon, the District will contact the candidate to offer the resident slot, subject to satisfactory references.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Pawnee ISD fosters a data-driven culture across sites by fostering teacher-owned analyzation of succinct data reports which include item and standards-level analysis. Campus leaders facilitate teacher-leader data analysis meetings throughout the year utilizing best practices as identified through high-performing districts. Teachers, with support from administrative leadership when necessary, collaboratively develop new strategies based data analysis. Explicit teacher action plans are implemented in whole-class anad small-group instruction, tutorials, and beyond-classroom supports. Instructional leaders review lesson plans and base coaching driven by teacher action plans and individual student learning needs. Students are taught how to self-assess and analyze their own data so that engagement is continually fostered as students realize individual and class end-goals, how they did, and what actions they are taking to improve.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Pawnee ISD campus leadership embraces a commitment to developing teachers to realize their professional goals and full instructional potential. Actualization of this commitment is realized through the following four key concepts:
Scheduled observations, in which frequent and regular observations are conducted weekly.
The identification of specific action steps, in which two or three targeted areas for growth are elicited from the teacher through meaningful dialogue ' and which the teacher realizes ownership of the same.
Direct, face-to-face feedback is provided to each teacher following any observation, in which specific action steps for improvement are generated by the teacher through coaching.
Instructional leaders set timelines for follow-up in order to guarantee feedback translates to practice and generates direct accountability.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ◯ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

◯ Yes   ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.
Are any private nonprofit schools participating in the grant?

◯ Yes   ◯ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program	4
Matched amount (number of principal residents participating in program x $15,000)	60,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)   BUDGET

Substitutes for resident teachers	1400
Mentor principal stipends	4000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Educator prep program tuition	26,820

SUPPLIES AND MATERIALS (6300)

Curriculum and textbooks	2068

OTHER OPERATING COSTS (6400)

Membership, registration and travel for TEA PPSI and TEPSA	8272
Principal certification TeXes Exam	840
Thompson Principal Academy	16,600

Total Direct Costs	60,000
Indirect Costs	0
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	60,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:
How would you describe your team's...

Rating scale:
- 0 = Emerging
- 1 = Attempting
- 2 = Foundational
- 3 = Proficient
- 4 = Exemplary

Item	Rating
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	3
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	3
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	4
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	4
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	3
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	4
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	4
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	3

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback
How would you describe your team's...

Rating scale:
0 = Lacking
1 = Attempting
2 = Foundational
3 = Proficient
4 = Exemplary

Item	Score
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	2
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	2
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	3
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2